

**THE EFFECT OF CHORAL READING STRATEGY TOWARD  
STUDENTS' READING FLUENCY AT THE SECOND  
YEAR STUDENTS OF ISLAMIC JUNIOR HIGH  
SCHOOL KUNTU REGENCY OF  
KAMPAR**



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PEKANBARU  
1433 H/2012 M**

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Thesis

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## ABSTRAK

**WILDATUL KHAIRIAH (2012): Pengaruh Strategi Choral Reading terhadap Kelancaran Membaca Siswa Kelas 2 di MTs Kuntu Kabupaten Kampar.**

Berdasarkan penelitian pendahuluan pada siswa kelas dua MTs Kuntu, penulis menemukan masalah-masalah dalam belajar bahasa Inggris khususnya pada kelancaran membaca siswa. Kelancaran membaca teks berbahasa Inggris sebagian siswa masih rendah. Beberapa dari mereka tidak bisa membaca teks dengan akurat, ekspresi, intonasi dan tekanan yang baik. Guru hanya membaca teks sendiri sedangkan murid hanya mendengarkan tanpa mengulang apa yang telah dibaca guru.

Tujuan penelitian ini adalah Untuk menemukan kelancaran membaca siswa kelas II MTs Kuntu yang diajarkan menggunakan strategi choral reading. kemudian, untuk menemukan kelancaran membaca siswa kelas II MTs Kuntu yang diajarkan tidak menggunakan strategi choral reading dan yang terakhir adalah Untuk mengetahui pengaruh yang signifikan dari strategi choral reading terhadap kelancaran membaca siswa kelas II MTs Kuntu.

Dalam pengumpulan data, penulis menggunakan tes. Tes ini digunakan untuk mengumpulkan data tentang kelancaran membaca siswa. Ada dua macam tes: *Pretest* digunakan untuk menentukan kelancaran membaca siswa sebelum mendapatkan perlakuan dan *posttest* digunakan untuk menentukan kelancaran membaca siswa setelah mendapatkan perlakuan. Dalam menganalisis data penulis menggunakan rumus regresi.

Hasil penelitian adalah kelancaran membaca murid diajar dengan strategi biasa dikelompokkan dalam kategori bagus. Kemudian, kelancaran membaca siswa diajarkan dengan strategi choral reading dikelompokkan kedalam kategori sangat bagus. Hasil terakhir menunjukkan bahwa ada pengaruh signifikan pada strategi choral reading terhadap kelancaran membaca siswa.

Berdasarkan hasil temuan penelitian, nilai  $F_0$  lebih besar dari  $F_{tabel}$ , sehingga bisa disimpulkan bahwa  $H_0$  ditolak dan  $H_a$  diterima. Bisa diartikan ada perbedaan yang signifikan pada strategi choral reading terhadap kelancaran membaca siswa di kelas dua MTs Kuntu Kabupaten Kampar.

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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

In daily activities, reading is a complex activity which is used consciously or unconsciously. It is an important skill that should be known by people. It makes people easy to verify knowledge from written form, especially in teaching and learning process, reading receives a special focus. In teaching and learning English, reading is an essential skill that should be the number one skill in learning English to get information and knowledge from English texts. As Kalayo (2007) states that reading is an activity with purpose. Reading helps persons to gain information or verify existing knowledge and it can be used to criticize the ideas of writer in texts. Then, readers will be easy to select the texts<sup>1</sup>.

Furthermore, in teaching and learning process, reading is an important way to improve general language skills in English. In this case, reading helps students learn to think in English. Reading also helps students to enlarge their vocabulary. Next, reading can make students' writing better. It is easy for the students to find new ideas, facts, and experiences.

Meanwhile, in reading text, fluency is an important skill to connect reading with the material. Fluency is an essential skill in reading. Vaughn and Sylvia states that to be fluent, students need to learn to decode words rapidly and

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<sup>1</sup>Kalayo Hasibuan, and Fauzan Ansari. (2007). *Teaching English as Foreign Language (TEFL)*. Riau: Alaf Riau Gruba UNRI Press. p. 114.

accurately, in isolation as well as in connected text, and to increase reading speed while maintaining accuracy<sup>2</sup>. Fluency is related to the increase of the speed rate in reading and connecting words in text.

In building fluency, there are strategies that can be used. One of them is choral reading strategy. There are some activities in choral reading in building fluency. “Choral reading strategy is reading aloud and reading the material as quickly as possible as a group without speed-reading”<sup>3</sup>. It means that choral reading strategy is done by reading with voice that the reader should read fast.

Sometimes, students are not confident to read aloud and fast. Students feel shy when they read by using their own pronunciation. In this case, choral reading strategy is needed to make people brave to read aloud and quickly. McIntyre states “choral reading can help reader who are not confident but who want to read the good stuff”<sup>4</sup>.

Based on the statement above, it shows that choral reading has connection with fluency. Choral reading strategy can help the students to solve problems about fluency. Students can increase their fluency by practicing choral reading strategy in reading text. Practicing choral reading strategy can show their ability in reading text fluently.

There is a way to practice choral reading strategy. It can be implemented in school. In this case, writer uses MTs Kuntu as a place to implement choral

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<sup>2</sup>Sharon Vaughn & Sylvia, Linan-thomson. (2004). *Research-Based Method of Reading Instruction, Grades K-3*. [electronic book] Beauregard St: Association for Supervision and Curriculum Development. Retrieved from [www.library.nu.com](http://www.library.nu.com). P.50

<sup>3</sup> ibid, Vaughn & Sylvia, p. 52

<sup>4</sup> Ellen McIntyre, et al (2011). *Reading Instruction for Diverse Classroom*. [electronic book] New York: A division of Guilford Publication, Inc. P. 106



reading strategy. MTs Kuntu is one of the state schools that uses school based curriculum (KTSP) in teaching and learning process. In teaching and learning process, students are expected to be able to read fluently and accurately. In fact, based on writer's preliminary study and observation, it shows that students felt difficult to read fluently and accurately. In learning reading at this school, the teacher does not involve the students to read the text together with her. Teacher just reads the text alone and the students just listen to what the teacher read. After that the teacher asks the students to read the text. The completeness of score is 60. In fact, in every exercise of reading texts, some of students were not able to get the completeness of score. Students only got lower score than 60.

Based on writer's observation, media in teaching and learning English in this school only use a handbook. Students just focus on what teacher asks them to do. The result of writer's observation shows that students in this school got difficulties with their ability in reading the material fluently and accurately. The students could not read in appropriate time and they could not read well. Thus, to help the students to make them able to read the text fluently and accurately, the writer suggests using choral reading strategy in English teaching and learning process. McIntyre states that choral reading is helpful for someone who wants to read but does not have any confidence. Choral reading can cause pretension to read more<sup>5</sup>.

As a matter of fact, the goal in teaching and learning reading especially for reading texts is that students are able to read the material as well as they can.

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<sup>5</sup> Ibid, Ellen McIntyre, P. 106

Writer got some symptoms of the students' difficulties in reading texts. The symptoms are as follows:

1. Some of the students are ignoring punctuation in reading text.
2. Some of the students cannot read accurately.
3. Some of the students cannot read with appropriate expression, intonation in reading text.
4. Some of the students are lack of fluency in reading text.

Thus, related to the phenomena above, writer is interested in carrying out these symptoms in research entitled **“The Effect of Choral Reading Strategy toward Students’ Reading Fluency at the Second Year of Islamic Junior High School Kuntu Regency of Kampar”**.

## **B. The Definition of the Term**

In order to avoid misunderstanding about the title in this research, it is necessary to define the terms as follows:

### **1. Effect**

According to Hornby, effect is a change produced by an action or a cause a result, an outcome.<sup>6</sup> In addition Richards states that effect is used to measure the strength of one variable's effect on another or the relationship between two or more variables.<sup>7</sup> In this research, effect is defined as the result of teaching reading treated by choral reading strategy.

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<sup>6</sup>A.S. Hornby, *Oxford Advanced Learner's Dictionary*, Oxford University Press, Oxford, 1987, p. 369

<sup>7</sup>Jack C. Richards and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics; Third Edition*.( New York: Pearson Education, 2002), pp. 175

## 2. Choral Reading

Choral reading strategy is an instructional strategy for incorporating fluency training into the general education setting<sup>8</sup>. Choral reading helps build students' fluency, self-confidence, vocabulary knowledge, motivation, and enjoyment of literature. In this research, choral reading is a strategy that will be used by the writer in teaching reading fluency.

## 3. Reading Fluency

According to Berry<sup>9</sup>, Fluency in reading refers to the ability to read quickly and accurately a text with intonation. Fluency is necessary for understanding a text. If a reader struggles with fluency, his concentration is directed toward decoding words and making sense of what is read. In this research, reading fluency is the ability of the students to read fluently by using choral reading strategy.

## C. The Problem

### 1. The Identification of the Problem

Based on the phenomena above, most of the students at the second year of Islamic Junior High School Kuntu still have problems in English, especially in reading text. The problems in this research will be identified as follows:

1. Why are some of students ignoring punctuation in reading text?

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<sup>8</sup>William Berry. *Choral Reading*. [Electronic Version] Retrieved on May 5, 2011 from [http://www.aea267.k12.ia.us/literacy/index.php?page=fl\\_choralreading\\_1](http://www.aea267.k12.ia.us/literacy/index.php?page=fl_choralreading_1)

<sup>9</sup> Ibid.

2. What are the factors that make the students unable to read accurately?
3. Why are some students unable to read appropriate expression, intonation in reading text?
4. Why some of the students are lacks of fluency in reading text?

## **2. The Limitation of the Problem**

Based on the identifications of the problems stated above, the problems of the research are limited to students' reading fluency because the students are lacks of fluency in reading text. So, the writer used the choral reading strategy to improve students' reading fluency.

## **3. The Formulation of the Problem**

Based on the background above, the problem of this research will be formulated as follows:

1. How is the students' reading fluency taught by using choral reading of the second year at Islamic junior high school Kuntu?
2. How is the students' reading fluency taught by using conventional strategy of the second year at Islamic junior high school Kuntu?
3. Is there any significant effect of using choral reading strategy toward student's reading fluency of the second year at Islamic Junior High School Kuntu?

## **D. The Objectives and Significance of the Research**

### **1. The Objectives of the Research**

The writer carries out this research for several objectives as stated below:

- a. To find out the students' reading fluency taught by using choral reading strategy at the second year at Islamic Junior High school Kuntu Regency of Kampar.
- b. To find out the students' reading fluency taught without using choral reading strategy at the second year at Islamic Junior High School Kuntu Regency of Kampar.
- c. To find out the significant effect of choral reading strategy toward students reading fluency at the second year at Islamic Junior High school Kuntu Regency of Kampar.

## **2. The Significance of the Research**

In common, this research is expected to give a positive contribution to give accurate information about reading fluency in school. Then, theoretically, these research findings are also expected to support the existence of the theories regarding reading fluency.

Practically, these research findings are expected to give contribution and information in increasing knowledge. Besides, these research findings are expected to give contribution for teaching and learning process in MTs Kuntu.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Theoretical Framework**

##### **1. The Nature of Reading Fluency**

Reading is one of the four language skills and it is the most important process in learning English. It cannot be separated with every learning process experienced by the students as long as they are still in educational process.

According to Patel<sup>1</sup>, reading is the most useful and important skill for people. Reading is a source of joys. Good reading keeps students enjoy in reading which providesthem both pleasure and profit. Reading is the most important activity in any language class. A source of information and a pleasurable activity and a means of consolidating and extending one's knowledge of the language are contained in reading. Reading can give several advantages in finding information that needed. "Reading is a process of sight-second sense." W.S. Gray in Patel notes<sup>2</sup> reading is a form of experience. Reading brings us in contact with minds of great authors, with the written account of their experiences. Their recorded lines and the advancement are made by them in various fields.

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<sup>1</sup>Dr. M. F. Patel & Preeven M. Jain. (2008). *English Language Teaching (Methods, Tools, &Strategys)*. p. 113

<sup>2</sup>Ibid, p. 115

It means that reading is certainly an important activity for expanding knowledge of a language. Reading can give some advantages because we can find everything that we need. Reading has a relation between the author's messages and the information that we will find.

In relationship to the reading, fluency is necessary for effective reading. According to Vaughn<sup>3</sup>, fluency is the accurate and rapid naming or reading of letters, sounds, words, sentences, or passages. When students can perform reading and reading-related tasks quickly and accurately, they are on the path to fluency, an essential element of comprehension and mature reading. Fluency in reading refers to the ability to read a text quickly and accurately and with intonation. Fluency is a skill that should be mastered. Karen also says that fluency is the ability to read a text accurately, smoothly, quickly, and with expression. According to B. Armbruster<sup>4</sup>, oral reading fluency is the ability to read with accuracy, and with an appropriate rate, expression, and phrasing. Fluency is important because it provides a bridge between word recognition and comprehension.

It means that fluency is read the text accurately and spontaneously with good expression, appropriate stress and intonation. So, fluency has some indicators to help the students to read the text well. Fluency related to

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<sup>3</sup>Sharon Vaughn & Sylvia Linan. *Research-Based Method of Reading Instruction*. (Alexandria; Library of Congress Cataloging-in-Publication Data. 2004) p. 49

<sup>4</sup>Dr. Bonnie B. Armbruster. *Research-Based Instruction in Reading*. (University of Illinois at Urbana-Champaign, 2005).

intonation, expression and accurateness of mentioning letter, sound, words, sentence and passage. With all of it, students can read the material with good fluency.

In reading fluency, there are some components, they are:

1. Accuracy - the ability of readers to decode words accurately in text. The students can master of phonemic awareness and phonics. It means that students in phonemic awareness are the students understand that the sounds of spoken language work together to make word.
2. Automaticity - the ability of readers to decode words in text with minimal use of attention resources. The students read text rapidly automatic naming of letters, syllables, and high frequency words.
3. Prosody - the ability of readers to appropriately use phrasing and expression. The students can read text with appropriate expression, phrase, and pace.<sup>5</sup>

Based on the components above, the indicators of fluency are related to accuracy, automaticity, and prosody. Accuracy related to the students' ability in reading the text good pronunciation and intonation. Automaticity related to the students' ability in reading the text spontaneously, and appropriate pausing. Prosody related to the students' ability in reading the text expressively with a good rhythm and stress.

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<sup>5</sup> Timothy V. Rasinski, Ph.D. (2011). *Assessing Reading Fluency*. Pacific Resources for Education and Learning. Honolulu: Hawai'i, page 5.



There are some scales in oral reading fluency:

**Scale 1:** Reads primarily word-by-word. Occasional two- or three-word phrases may occur – but these are infrequent and/or they do not preserve meaningful syntax. Lacks expressive interpretation. Reads text excessively slowly.

A score of 1 should also be given to a student who reads with excessive speed, ignoring punctuation and other phrase boundaries, and reads with little or no expression.

**Scale 2:** Reads primarily in two-word phrase groups with some three- and four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to the larger context of the sentence or passage. A small portion of the text is read with expressive interpretation. Reads significant sections of the text excessively slowly or fast.

**Scale 3:** Reads primarily in three- and four-word phrase groups. Some smaller groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present. Reader attempts to read expressively and some of the story is read with expression. Generally reads at an appropriate rate.

**Scale 4:** Reads primary in larger, meaningful phrase groups. Although some regression, repetitions, and deviations from the text may be present,

these do not appear to detract from the overall structure of the story.

Preservation of the author's syntax is consistent. Some or most of the story is read with expressive interpretation. Reads at an appropriate rate.<sup>6</sup>

Based on the scale above, it can be seen that to identify the students ability in reading the text fluently, there are 4 scales to know the students ability in reading text. In this research, scale 1 has score of 20; scale 2 has score of 40, scale 3 has score of 60 and scale 4 has 80. This discrimination based on the readers check.

## **2. The Nature of Choral Reading Strategy**

Choral reading involves students reading together with a fluent reader. It is an instructional strategy for incorporating fluency training into the general education setting<sup>7</sup>. Teachers have the freedom of choosing materials which are part of their reading series to assist students that need additional fluency practice. These texts could be poetry selections or literatures which are of interesting to the students. Choral reading helps build students' fluency, self-confidence, vocabulary knowledge, motivation, and enjoyment of literature.

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<sup>6</sup> Ibid page.17

<sup>7</sup>Anon. *Choral Reading*. [electronic version]. Retrieved on may 5, 2011. From [http://www.aea267.k12.ia.us/literacy/index.php?page=fl\\_choralreading\\_1](http://www.aea267.k12.ia.us/literacy/index.php?page=fl_choralreading_1)

Reading and rereading shared texts may have additional benefit of building a sense of community in the classroom<sup>8</sup>. Furthermore Rasinski<sup>9</sup> states that, choral reading provides a model of fluent reading for students as they listen to sound, stress, duration, and pitch from the fluent reader. This strategy is cost-effective and easy to implement in any classroom.

Choral reading is an appropriate strategy used to increase reading fluency. It has several procedures that can help to give more understanding about the material. Choral reading strategy is a simple strategy that can be used in basic grade until advance grade.

According to Berry<sup>10</sup>, as the name suggests, in choral reading, a fluent reader and a reader who are struggling with fluency read chorally, or read together. This strategy not only models fluent reading, as the struggling reader guided by the skilled reader, but it also builds confidence in the struggling reader, as she has a support system to guide her as she reads. To successfully implement this strategy, select a text that is at the reader's independent level and something that meets her interest. For the first few readings, have her point to each word in her text as it is read aloud. As she gains more confidence, allow her to take over reading aloud, providing help only when

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<sup>8</sup>Anon.*Reading Aloud*. [Electronic Version]. Retrieved on may 10, 2011. From: <http://myweb.stedwards.edu/mikekb/ReadStrong/choralreading.html>

<sup>9</sup>Rasinski, T. V. (2003). *The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension*. New York: Scholastic.

<sup>10</sup>William Berry.*Reading fluency*. [Electronic Version]. Retrieved on may 5, 20011 from:[http://www.ehow.com/info\\_7876793\\_reading-fluency-activities-middle-school.html](http://www.ehow.com/info_7876793_reading-fluency-activities-middle-school.html)

she struggles or indicates she needs it. It means that choral reading is like improvisational dramatics. The value in choral reading is that it is a fun way to practice reading.

In relation to the benefits of choral reading, there are some benefits of choral reading;

1. This strategy can be adapted to use at any grade level.
2. More fluent readers provide support for less fluent readers.
3. Allows less fluent readers to achieve success, even on difficult passages.
4. Less fluent readers can participate without embarrassment as they read aloud in a group<sup>11</sup>.

According to Yoneoka<sup>12</sup>, there are four advantages cited in the survey above and reiterated below should be just as valid, if not more so, in a group reading setting as in an individual one. Consider:

1. Expansion of oral vocabulary-choral reading with a native or near-native peacemaking model provides a setting conducive to deriving meanings of unknown vocabulary from the context of the material, especially if the process is repeated several times and key vocabulary words are introduced between readings,

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<sup>11</sup>Anon. *Choral Reading*. [Electronic Version]. Retrieved on May 5, 2011. From [http://www.aea267.k12.ia.us/literacy/index.php?page=fl\\_choralreading\\_1](http://www.aea267.k12.ia.us/literacy/index.php?page=fl_choralreading_1)

<sup>12</sup> Judy Yoneoka. *Choral Reading vs. Individual Oral and Silent Reading: Relative Validity of the Alternatives in the English Reading Classroom*. [Electronic Version], Assessed on May 5, 2011, Unpublished) p. 3

2. Developing awareness of the sounds of the language – the pace making model not only provides an immediate pronunciation for unknown words which is simultaneously produced by the student, but also provides immediate feedback for words which students have mispronounced,
3. Facilitation of chunking of words in meaning full groups – choral reading naturally leads students to read in “chunks”, following breaks between the word groups provided by the model.
4. Development of self-confidence – the constant, spontaneous and to a great extent unvarying feedback by the model provides a measure by which students can infer the extent of their own improvement, both in reading speed and understanding.

Based on the quotations above, it is clear that choral reading is one of the good strategies used in teaching reading fluency. Choral reading will help the students to be able to read fluently. It provides reading together which builds confidence as those who are struggling feel less self-conscious.

As shown in the previous section, choral reading is an ability clearly possessed by some students but lacking in others. This ability correlates not only with a higher general reading ability, but also with higher comprehension. Thus, a combination of speed in oral reading coupled with a high ability in reading comprehension seem to be the main factors for choral reading ability. It is possible that, conversely, improvement in choral reading ability will lead students in reading comprehension and speed as well.

There are four instructional steps for choral reading in teaching reading fluency:

1. The teacher gives copy of the text to all students.
2. The teacher reads the text aloud-first by herself as a modal fluent reading and students follow along in the text.
3. The teacher rereads the same text and invites the students to join in reading.
4. The teacher and students continue to read the same text several times (three to five times) until students are able to read the text independently.<sup>13</sup>

### **3. The Use of Choral Reading Strategy toward Students' Reading Fluency.**

Fluency is important because it is closely related to comprehension. Fluency in reading means to be able to read text accurately, quickly and with expression. Fluent readers can do this because they do not have problems with word recognition. According to Mather and Sam Goldstein<sup>14</sup>, reading fluency encompasses the speed or rate of reading, as well as the ability to read materials with expression. In building fluency, there are actually some strategies related to the reading fluency. One of the commonly strategies is choral reading strategy. It is one of the commonly strategies used to

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<sup>13</sup> National Institute for Literacy. (2001). *Put Reading First: The Research Building Blocks For Teaching Children To Read*. Jessup, MD: author. Page 24

<sup>14</sup> N. Mather and Sam Goldstein. *Reading Fluency*. (Unpublished: 2001), Adapted from; <http://www.ldonline.org/article/6354>

increase students' reading fluency. According to Rasinski<sup>15</sup>, Choral reading is an instructional strategy for incorporating fluency training into the general education setting. Teachers have the freedom of choosing materials which are part of their reading series to assist students that need additional fluency practice. This strategy is cost-effective and easy to implement in any classroom.

Based on the definition of choral reading strategy, it can be said that choral reading strategy is a strategy that can increase students reading fluency. This strategy can be applied in every grade. Teacher can choose the appropriate material that can be used to improve students' reading fluency.

Moreover, according to Garrett<sup>16</sup> choral reading provides support for students who may ordinarily feel self-conscious or nervous about reading aloud in class. Reading along with more fluent readers enables less proficient readers to be successful with a shared text. Choral reading may provide the support necessary to encourage struggling readers to take risks and build their confidence. When students participate in choral reading on a regular and repeated basis, students will internalize the fluent reading of the text being read and begin to transfer their developing fluency to other texts.

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<sup>15</sup>Rasinski, T. V. (2003). *The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension*. New York: Scholastic.  
[http://www.aea267.k12.ia.us/literacy/index.php?page=fl\\_choralreading\\_1](http://www.aea267.k12.ia.us/literacy/index.php?page=fl_choralreading_1)

<sup>16</sup>Laura Garrett. *Choral Reading Strategy*. [Electronic Version] Retrieved on May 5, 2011 from <http://myweb.stedwards.edu/mikekb/ReadStrong/choralreading.html>

Based on the expert above, choral reading strategy can decrease students nervous. This strategy also increases students confident in reading the material aloud. Then, students can read the material well with good confident.

According to McIntyre<sup>17</sup>, there are some strategies for teaching reading fluency. One of them is choral reading strategy. Choral reading can be an excellent tool for older readers who are not confident but who want to read the good stuff. Children track print as they read, so it can also be a good tool for emergent and beginning readers. Thus, they can “read” material they cannot read on their own. Choral reading whets their appetite for more reading. It encourages risk taking and builds confidence. It helps build vocabulary as well as fluency. It also builds classroom community in the same way that singing does. It is excellent for older readers too.

Therefore, choral reading strategy is a good strategy to improve students’ reading fluency. This strategy can increase students’ vocabulary and students’ reading fluency. It also helps the students to build their confident in reading the text. In conclusion, choral reading strategy is a good tool for students in any grade, from the beginner grade until older readers.

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<sup>17</sup>Ellen McIntyre et. al. *Reading Instruction for Diverse Classrooms; Research-Based, Culturally Responsive Practice*. (New York: The Guilfo Rd Press. 2011) p. 106



## **B. The Relevant Research**

Samuels, Miller, and Eisenberg 1979 (as cited in Samuels, 2002)<sup>18</sup> have clear findings on effects of reading fluency. The college students attempted to read familiar mirror-image words (backward) to simulate what happened when beginning reader encountered words repeatedly. In this research, they found that the first meeting, students read the words letter by letter. Then, when the students studied through repeated exposure, the students read them more holistically, at least in chunks.

Another research from Yoneoka talk about Choral Reading VS individual oral and silent reading states that his experiment was performed to determine the relationship of choral reading ability to follow overall ability and shadowing ability. It was found that students' ability to follow a model while reading chorally differed greatly, and that a higher degree of ability in choral reading indicated not only a higher oral reading speed, but a higher degree of overall comprehension as well. The result indicate that introduction of choral reading in the classroom would serve not only as an indicator of students ability and progress, but could also serve to improve pronunciation and intonation as well as reading comprehension.

In this research has similarity towards the research above. The first research talking about reading fluency and the second research is talking about choral reading strategy. This research conducted about the effect of choral reading strategy toward the students' reading fluency.

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<sup>18</sup>Ibid, p. 98

### C. The Operational Concept

In order to clarify the theories used in this research, the writer would like to explain briefly about variable of this research. This research is experimental research which focuses on gaining the effect of choral reading strategy towards students' reading fluency. Therefore, in analyzing the problem in this research, there are two variables used, they are variable X and Variable Y. Variable X is choral reading strategy. Choral reading strategy is an independent variable. Choral reading strategy refers to the teacher's strategy in teaching reading. Then Variable Y is students' reading fluency. Students' reading fluency is the dependent variable.

#### Variable X: Teaching Choral Reading Strategy

The variation in teaching reading fluency by using choral reading is as follows:

1. The teacher gives copy of the text to all students.
2. The teacher reads the text aloud-first by herself as a modal fluent reading and students follow along in the text.
3. The teacher rereads the same text and invites the students to join in reading.
4. The teacher and students continue to read the same text several times (three to five times) until students are able to read the text independently<sup>19</sup>.

Variable Y: The indicators of fluency that should be achieved by the students are:

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<sup>19</sup>National Institute for Literacy. (2001). *Put Reading First: The Research Building Blocks for Teaching Children to Read*. Jessup, MD: Author. Page 24

1. Students read the text accurately
2. Students read the text automatically
3. Students read the text with appropriate expression and intonation.

#### **D. The Assumption and Hypothesis**

##### **1. The Assumption**

In this research, the writer assumes that choral reading strategy can give strong influence toward the students' reading. Students can read accurately and fluently. The students' reading fluency will be better than before.

##### **2. The Hypothesis**

Based on the assumption above, hypothesis of this research is:

1. The null hypothesis ( $h_0$ )

There is no significant effect of using choral reading strategy toward students' reading fluency at the second year of Islamic Junior High School Kuntu.

2. The Alternative Hypothesis ( $h_a$ )

There is a significant effect of using choral reading strategy toward students' reading fluency at the second year of Islamic Junior High School Kuntu.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

The type of this research is an experimental research. According to Gay and Airaisian, experimental research is “the only type of the research that can test hypotheses to establish cause-and-effect relationship”<sup>1</sup>. Then, Jhon W. Cresswell states that experiment is you test an idea (or practice or procedure) to determine whether it influences the outcome or the dependent variable<sup>2</sup>. The essential feature of experimental research is that investigators deliberate control and manipulate the conditions which determine the events, in which they are interested, introduce an intervention and measure the difference that it makes. So, in this research the writer practiced the choral reading strategy at the second year students Islamic Junior High School Kuntu to determine whether it influences the students’ reading fluency.

The design of this research is quasi-experimental design, which uses pretest-posttest non equivalent control group design. In conducting this research, the second year students of MTs Kuntu were participated. The students were be administered by giving pretest at the beginning of study in order to know their abilities in reading fluency. After that they were given treatments during four meetings. During the treatments, the writer was observed by English teacher in the school. At the end of study, the students were given a posttest. In this research, the

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<sup>1</sup>L.R. Gay and Peter Airasian. *Educational Research Competencies for Analysis and Application. Six Ed.* (New Jersey: Prentice-Hall, Inc, 2000), p.367

<sup>2</sup>Jhon. W. Cresswell. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research.* (New Jersey: Pearson Education, 2008), p. 299

pre-test and the post-test were compared in order to determine the effect of using choral reading strategy toward students' reading fluency. The design of this research can be illustrated as follows:

**Table III.1**  
**Research Design**

Class	Pretest	Treatment	Posttest
Class 1	Y1	-	Y2
Class 2	Y1		Y2

#### **B. Location and Time of the Research**

This research was conducted at the second year students of MTs Kuntu Regency of Kampar. It was conducted from September to November 2011.

#### **C. Subject and Object of the Research**

The subject of the research was the second year students of MTs Kuntu Kampar Kiri of Kampar Regency. The object of the research was students' reading fluency.

#### **D. Population and Sample of the Research**

The population of this research was 53 students of the second year students at MTs Kuntu. There were 2 classes at the second year in this school. The following table describes the population and the sample of the research.

**Table III.2**  
**The Total Population of the Second Year Students of**  
**MTS Kuntu 2010-2011**

No	Class	Total
1	VIII A	26
2	VIII B	27

Suharsimi Arikunto states that if the amount of the population is less than 100, it is better to take all the population to be sample. In the table above, it shows that the population of students in the second year at MTs Kuntu is less than 100. Then, writer uses total sampling in choosing the sample in this research.

#### **E. The Technique of Collecting Data**

In this research, the writer used oral reading test to collect the data. The test was given twice. The first was pre test and the last was post test. Furthermore, test was used to get the achievement of the test series given. The technique of collecting data in this research was oral reading test. This test was used to measure their reading fluency. The score of the pretest-posttest of the experimental class was compared to the pretest-posttest of the control class. The result of the post test was analyzed as the final data in this research.

#### **F. The Procedures of the Research**

In this research, the writer carried out some research procedures for two groups; experimental and control group. These research procedures are as follows:

##### **a. Conducting Pre-test**

The pre-test was carried out to know the primary knowledge of students' reading fluency to both experimental and control group. The test consisted of one text related to the indicators of reading fluency.

b. Conducting Treatment

The treatment was conducted for the experimental group only.

The treatment was given based on the choral reading strategy procedures. The treatment given is as follows:

1. The teacher gives copy of the text to all students.
2. The teacher reads the text aloud-first by herself as a modal fluent reading and students follow along in the text.
3. The teacher rereads the same text and invites the students to join in reading.
4. The teacher and students continue to read the same text several times (three to five times) until students are able to read the text independently.

c. Conducting Post-test

After conducting the treatment for four meetings, the writer gave the post-test to both experimental and control group. The post-test was conducted in order to know the development of students' reading fluency after practicing choral reading strategy. The post-test given was the similar model to the pre-test in order to know students' reading fluency.

**Table III.3**  
**The Blue Print of Reading Fluency Test**

No	Indicators	Recount Text
1	Read the text accurately	Every words in the recount text must be read accurately
2	Read the text spontaneously	Every word or sentence must read in recount text spontaneously
3	Read the text with appropriate expression, intonation and stress.	Paragraph 2, “okay, get into the car children”. Paragraph 3, “look there is a shady spot. Let’s put our thing there”. Paragraph 4, “do not swim in the deep water children”. Paragraph 6, “it’s time for lunch every body”. Paragraph 7, “that was fun”

## **G. The Validity and the Reliability of the Instrument**

### **1. The Validity of the Instrument**

According to Hughes,<sup>3</sup> a test is said to be valid if it measures accurately what it is intended to measure. According to Gay,<sup>4</sup> validity is the appropriateness of the interpretations made from the tests score. Furthermore, Gay says that there are three kinds of validity. They are content validity, criterion-related validity, and construct validity. All of them have different usage and function.

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<sup>3</sup>Arthur Hughes, *Testing for Language Teachers*, Cambridge University Press, 1989, p.22.

<sup>4</sup>L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application*. 6<sup>th</sup> Ed. United State of America: Prentice-Hall Inc, 2000, p. 161



Content Validity is used to compare content of the test to the domain being measured. Gay also states that there is no formula used in this kind of validity and there is no way how to express it quantitatively.<sup>5</sup> Content validity just focuses on how well the items represent the intended area. In addition, Hadari Nawawi states that this kind of validity is also said as a curricular validity.<sup>6</sup> It means that the content of the curriculum of a course that must be mastered by the students becomes the standard in determining the validity. To determine the validity using such validity is by referring to the material given to the students based on the curriculum.

Based on the explanation above, the writer used the content validity to measure whether the test was valid or not in this research. In other words, the tests given to the students were based on the material that they had learned.

## **2. The Reliability of the Instrument**

According to Gay,<sup>7</sup> reliability is the degree to which the test consistently measures whatever it is measuring. Furthermore he says that to know the reliability of the test such as essay tests, short-answer tests, performance and product tests, and projective test, we are concerned with interjudge or intrajudge reliability. The interjudge reliability is also said as interscorer, interrater, or interobserver reliability.

In this research, the writer used interjudge (interrater) reliability. It means that the score of the test was evaluated by more than one people. In

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<sup>5</sup> *Ibid.*, p. 164

<sup>6</sup> Hadari Nawawi and M. Martini Hadari, *Instrumen Penelitian Bidang Sosial*, Pontianak: Gajah Mada University Press. 2006. p.181-182.

<sup>7</sup> L. R Gay and Peter Airasian, *Opcit.*, p. 175.

this research, the students' reading fluency scores were evaluated by two raters.

### 3. The Technique of Data Analysis

The writer used data which were analyzed by statistical method. Writer utilized the formula of t-test.

$$t_0 = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Where:  $t_0$  = Table Observation

SD = Standard Deviation

$M_x$  = Mean of variable x and

$M_y$  = Mean of variable y

N = The Number of respondent

The result of t-test was based on considering the degree of freedom.  $(df) = (n1 + n2) - 2$ . Where:

df : the degree of freedom

$N_x$  : the number of students in experimental class

$N_y$  : the number of students in control class

If the writer has consulted the t-obtained value with t-table by using degree of freedom, the writer can conclude that if  $t_o < t\text{-table}$ ,  $H_o$  is accepted. It means that there is no effect of choral reading strategy toward students' reading fluency. If  $t_o > t\text{-table}$ ,  $H_a$  is accepted. It means that there is significant effect of choral reading strategy toward students' reading fluency.

## **CHAPTER IV**

### **DATA PRESENTATION AND ANALYSIS**

#### **A. The Data Presentation**

##### **1. The Data from the Test (Oral Reading Fluency)**

The data from the test in this research were gained from the students' post-test score. The data were collected through the following procedures:

- a. The students were divided in two groups; experimental and control group.
- b. Students' reading fluency was recorded by using mobile phone. Then it was replayed to be evaluated by the raters to evaluate students' pronunciation, intonation, rhythm, pausing, and stress.
- c. The raters evaluated sentence by sentence of students' reading fluency.

The raters put the score for reading fluency aspects that consist of pronunciation, intonation, rhythm, pausing, and stress. The data of the students' score of oral reading test as the result of the research are presented in the following table:

**Table IV.1****The Students' Pre-Test Scores of the Five Aspects(Experimental Class)**

No.	List of Students	Aspect of Fluency					Score
		Pronunciation	Intonation	Rhythm	Pausing	Stress	
1	Student 1	40	50	40	60	40	46
2	Student 2	50	50	50	60	40	50
3	Student 3	40	50	40	60	40	46
4	Student 4	40	40	40	50	50	44
5	Student 5	40	40	40	50	40	42
6	Student 6	40	40	50	60	40	46
7	Student 7	40	50	40	60	40	46
8	Student 8	50	50	40	40	40	44
9	Student 9	40	40	40	60	40	44
10	Student 10	40	50	40	60	40	46
11	Student 11	40	50	40	50	50	46
12	Student 12	40	40	40	60	40	44
13	Student 13	40	40	50	60	40	46
14	Student 14	40	50	40	60	40	46
15	Student 15	40	40	40	50	40	42
16	Student 16	40	40	40	60	40	44
17	Student 17	40	50	50	60	50	50
18	Student 18	50	50	50	60	50	52
19	Student 19	40	40	50	60	50	48
20	Student 20	40	40	40	50	40	42
21	Student 21	40	40	40	60	40	44
22	Student 22	40	40	60	60	40	48
23	Student 23	40	40	40	50	40	42
24	Student 24	40	40	40	60	40	44
25	Student 25	40	40	50	60	40	46
26	Student 26	40	40	40	60	40	44
Total		1070	1140	1130	1480	1090	1182
Mean		41.15	43.84	43.46	56.92	41.92	45.46

The table above is used to give the information about the students' pre-test experiment class about five aspects. The first aspect is pronunciation; the total score of pronunciation is 1070 and the score mean of pronunciation is 41.15. So, students' pronunciation in this school is good category. The second aspect is intonation; the total score of students'

intonation is 1140 and the score mean is 43.84. It is categorized into good category. The third aspect is rhythm; the total score of students' rhythm is 1130 and the score mean is 43.46. It is categorized into good category. The fourth aspect is pausing and the last aspect is stress. The total scores of experimental class students' pre-test of the five aspects is 1182 and the mean score is 45.46. Thus, the students' pre-test score of the experimental class is categorized into **GOOD**.

**Table IV.2**  
**The Students' Pre-Test Scores of the Five Aspects (Control Class)**

No.	List of Students	Aspect of Fluency					Score
		Pronunciation	Intonation	Rhythm	Pausing	Stress	
1	Student 1	40	40	40	50	40	42
2	Student 2	40	40	50	60	40	46
3	Student 3	40	40	40	60	40	44
4	Student 4	40	40	50	40	40	42
5	Student 5	40	40	40	50	40	42
6	Student 6	40	40	40	40	50	42
7	Student 7	40	40	40	50	40	42
8	Student 8	40	50	50	60	40	48
9	Student 9	40	50	50	60	40	48
10	Student 10	40	40	40	50	40	42
11	Student 11	40	40	50	60	40	46
12	Student 12	40	40	50	60	40	46
13	Student 13	40	50	40	50	40	44
14	Student 14	40	40	40	50	40	42
15	Student 15	40	50	50	60	40	48
16	Student 16	40	50	40	50	40	44
17	Student 17	40	40	40	50	40	42
18	Student 18	40	40	40	60	40	44
19	Student 19	40	50	50	60	40	48
20	Student 20	40	40	50	40	40	42
21	Student 21	40	40	40	40	40	40
22	Student 22	40	40	50	60	40	46
23	Student 23	40	40	50	40	50	44
24	Student 24	40	40	50	50	40	44
25	Student 25	40	40	40	50	40	42
26	Student 26	40	40	40	60	40	44
Total		1040	1100	1160	1360	1060	1144
Mean		40	42.31	44.61	52.31	40.77	44

The table above is used to give the information about the students' pre-test control about five aspects. The first aspect is pronunciation; the total score of pronunciation is 1040 and the score mean of pronunciation is 40. So, students' pronunciation in this school is good category. The second aspect is intonation; the total score of students' intonation is 1100 and the score mean is 42.31. It is categorized into good category. The third aspect is rhythm; the total score of students' rhythm is 11.60 and the score mean is 44.61. It is categorized into good category. The fourth aspect is pausing; the total score of students' pausing in reading the text is 1360 and the score mean is 52.31. It is categorized into good category. And the last aspect is stress; the total score of students' stress in reading text is 1060 and the score mean is 40.77. It shows that the total scores of control class students' pre-test of the five aspects is 1144 and the mean score is 44. Thus, the students' pre-test score of the experimental class is categorized into **GOOD**.

**Table IV.3**  
**The Students' Post-Test Scores of the Five Aspects(Experimental Class)**

No	List of Students	Aspect of Fluency					Score
		Pronunciation	Intonation	Rhythm	Pausing	Stress	
1	Student 1	60	60	60	70	60	62
2	Student 2	60	60	60	80	70	66
3	Student 3	60	60	60	70	60	62
4	Student 4	50	60	60	60	60	58
5	Student 5	50	50	60	60	60	60
6	Student 6	60	60	60	70	60	62
7	Student 7	70	70	60	80	60	68
8	Student 8	60	60	60	70	60	62
9	Student 9	50	70	60	80	60	64
10	Student 10	50	70	60	60	70	62
11	Student 11	50	60	60	80	60	62
12	Student 12	50	60	50	60	70	58
13	Student 13	60	60	60	80	60	64
14	Student 14	40	60	60	70	70	60
15	Student 15	50	60	50	60	60	56
16	Student 16	60	60	80	80	60	68
17	Student 17	60	60	60	80	60	64
18	Student 18	50	60	60	80	60	62
19	Student 19	60	60	60	80	60	64
20	Student 20	60	60	60	80	60	64
21	Student 21	60	60	50	70	60	60
22	Student 22	60	60	60	80	60	64
23	Student 23	60	60	50	80	60	62
24	Student 24	50	50	50	70	60	56
25	Student 25	60	60	60	80	60	64
26	Student 26	50	70	60	80	70	66
Total		1540	1560	1510	1900	1590	1620
Mean		55.76	61.53	58.84	73.46	61.92	62.30

The table above is used to give the information about the students' post-test experiment class about five aspects. The first aspect is pronunciation; the total score of pronunciation is 1540 and the score mean of pronunciation is 55.76. So, students' pronunciation in this school is good category. The second aspect is intonation; the total score of students' intonation is 1560 and the score mean is 61.53. It is categorized into very good category. The third aspect is rhythm; the total score of students' rhythm is 1510 and the score mean is 58.84. It is categorized into good

category. The fourth aspect is pausing; the total score of students' pausing in reading the text is 1900 and the score mean is 73.46. It is categorized into very good category. And the last aspect is stress the total score of students' stress in reading text is 1590 and the score mean is 61.92. It is categorized into very good category. The table above shows that the total scores of experimental class students' post-test of the five aspects is 1620 and the mean score is 62.30. It is categorized into very good category. Thus, the students' post-test score of the experimental class is categorized into **VERY GOOD**.



**Table IV.4**  
**The Students' Post-Test Scores of the Five Aspects(Control Class)**

No.	List of Students	Aspect of Fluency					Score
		Pronunciation	Intonation	Rhythm	Pausing	Stress	
1	Student 1	40	60	60	80	40	56
2	Student 2	50	60	60	60	40	54
3	Student 3	40	60	40	70	50	52
4	Student 4	50	60	70	70	60	62
5	Student 5	40	50	60	80	40	54
6	Student 6	40	40	40	70	60	50
7	Student 7	40	50	50	80	50	54
8	Student 8	50	60	60	80	40	58
9	Student 9	40	50	70	60	60	56
10	Student 10	40	40	60	60	50	50
11	Student 11	40	60	60	60	60	56
12	Student 12	50	50	50	60	50	52
13	Student 13	40	50	60	80	50	56
14	Student 14	40	60	40	80	50	54
15	Student 15	50	60	60	60	50	56
16	Student 16	40	50	60	80	50	56
17	Student 17	50	40	40	80	50	52
18	Student 18	40	50	40	80	60	54
19	Student 19	50	60	60	70	60	60
20	Student 20	50	50	60	60	50	54
21	Student 21	40	50	50	80	40	52
22	Student 22	40	60	70	80	50	60
23	Student 23	40	50	60	80	50	56
24	Student 24	50	60	60	70	40	56
25	Student 25	40	50	40	80	60	54
26	Student 26	40	50	60	80	60	58
Total		1130	1380	1440	1890	1260	1432
Mean		43.46	53.07	55.38	72.69	48.46	55.07

The table above is used to give the information about the students' post-test control class about five aspects. The first aspect is pronunciation; the total score of pronunciation is 1130 and the score mean of pronunciation is 43.46. So, students' pronunciation in this school is good

category. The second aspect is intonation; the total score of students' intonation is 1380 and the score mean is 53.07. It is categorized into good category. The third aspect is rhythm; the total score of students' rhythm is 1440 and the score mean is 55.38. It is categorized into good category. The fourth aspect is pausing; the total score of students' pausing in reading the text is 1890 and the score mean is 72.89. It is categorized into very good category. And the last aspect is stress the total score of students' stress in reading text is 1260 and the score mean is 48.46. It is categorized into good category. The table above shows that the total scores of control class students' pre-test of the five aspects is 1432 and the mean score is 55.07. Thus, the students' post-test score of the control class is categorized into **GOOD**.

To answer the first formulation of the problems about the students' reading fluency taught by using choral reading strategy, it can be answered based on the table below:

**Table IV.5**  
**The Classification of Students' Reading Fluency are Taught through Choral Reading Strategy**

No	Categories	Score	Frequency	percentage
1	Very good	60-80	24	92.3%
2	Good	40-59	2	7.7%
3	Enough	20-39	0	0%
4	Low	<20	0	0%
Total			26	100%

Based on the table above, there are 24 students in very good category and the percentage of this category is 92.3%. There are 2 students in good category and the percentage of this category is 7.7%. Meanwhile, there is no student in category enough and low and the percentage of these categories are 0%. So, it can be concluded that the students' reading fluency taught by using choral reading strategy is into **very good category**.

To answer the second formulation of the problems about the students' reading fluency taught without choral reading strategy can be seen in table below:

**Table IV.6**  
**The Classification of Students' Reading Fluency are Taught without Choral Reading Strategy**

No	Categories	Score	Frequency	Percentage
1	Very good	60-80	3	11.5%
2	Good	40-59	23	88.5%
3	Enough	20-39	0	%
4	Low	<20	0	%
Total			26	100%

Based on the data above, the students in very good category are 3 students and the percentage of this category is 11.5%. The students in good category are 23 students and the percentage of this category is 88.5%. It can be said that the students' reading fluency taught without speed reading strategy is classified into **good category**.

## B. The Data Analysis Technique

In analyzing the data, the data were obtained through pre and post tests. The first step in analyzing the data was that the writer counted the mean and the standard deviation of the score. The formula of the mean and the standard deviation are as follows:

Mean formula of experiment group

$$M = \frac{\sum X}{N}$$

Mean formula of control group

$$M = \frac{\sum Y}{N}$$

Standard deviation of experiment group

$$SD = \sqrt{\frac{\sum x^2}{N}}$$

Standard deviation of control group

$$SD = \sqrt{\frac{\sum y^2}{N}}$$

**Table IV.7**  
**Table Mean and Standard Deviation for Pre-test Experiment and Control Class**

No	Score		X	Y	X2	Y2
	x1	y1				
1	46	42	0.53	-2	0.28	4
2	50	46	4.53	2	20.59	4
3	46	44	0.53	0	0.28	0
4	44	42	-1.46	-2	2.13	4
5	42	42	-3.46	-2	11.98	4
6	46	42	0.53	-2	0.28	4
7	46	42	0.53	-2	0.28	4
8	44	48	-1.46	4	2.13	16
9	44	48	-1.46	4	2.13	16
10	46	42	0.53	-2	0.28	4
11	46	46	0.53	2	0.28	4
12	44	46	-1.46	2	2.13	4
13	46	44	0.53	0	0.28	0
14	46	42	0.53	-2	0.28	4
15	42	48	-3.46	4	11.98	16
16	44	44	-1.46	0	2.13	0
17	50	42	4.53	-2	20.59	4
18	52	44	6.53	0	42.75	0
19	48	48	2.53	4	6.44	16
20	42	42	-3.46	-2	11.98	4
21	44	40	-1.46	-4	2.13	16
22	48	46	2.53	2	6.44	4
23	42	44	-3.46	0	11.98	0
24	44	44	-1.46	0	2.13	0
25	46	42	0.53	-2	0.28	4
26	44	44	-1.46	0	2.13	0
Total	1182	1144	-0.1	0	164.46	132

The result of mean and standard deviation of pre-test for experimental group and control group were analyzed by using SPSS 16.0 program as seen below:

**Table IV.8****Statistic of pre-test (experiment and control group)**

	N	Sum	Mean	Std. Deviation
Experiment	26	1182	45.46	2.565
Control	26	1144	44.00	2.332
Valid N (leastwise)	26			

Based on the table above, mean of pre-test for experimental group is 45.46 and the standard deviation for pre-test of experimental group is 2.565. Then, the mean of pre-test for control group is 44 and standard deviation for pre-test of control group is 2.332.

To know the homogeneity of the test, it can be seen below:

$$F_o = \frac{s_b^2}{s_u^2}$$

$$= \frac{2.565^2}{2.332^2}$$

$$= 1.2$$

The interpretation of homogeneity should be compared with F table. To clarify homogeneity, the F table was compared by getting degree of freedom. The formula of degree of freedom is as follows:

$$df \text{ of numerator} = (N-1) = 26 - 1 = 25$$

$$df \text{ of denominator} = (N-1) = 26 - 1 = 25$$

The interpretation of homogeneity is  $f_o < f_t$ , the interpretation of 1% is 2.62, and the interpretation of 5% is 1.96. So, it can be seen that  $1.96 > 1.2 < 2.62$ . It can be concluded that the test is homogenous.

**Table IV.9**  
**Table Mean and Standard Deviation for Post-test Experiment and Control Class**

No.	Score		X	Y	X2	Y2
	X1	Y1				
1	62	56	-0.30	0.92	0.09	0.85
2	66	54	3.69	-1.07	13.63	1.15
3	62	52	-0.30	-3.07	0.09	9.46
4	58	62	-4.30	6.92	18.55	47.92
5	60	54	-2.30	-1.07	5.32	1.15
6	62	50	-0.30	-5.07	0.09	25.77
7	68	54	5.69	-1.07	32.40	1.15
8	62	58	-0.30	2.92	0.09	8.54
9	64	56	1.69	0.92	2.86	0.85
10	62	50	-0.30	-5.07	0.09	25.77
11	62	56	-0.30	0.92	0.09	0.85
12	58	52	-4.30	-3.07	18.55	9.46
13	64	56	1.69	0.92	2.86	0.85
14	60	54	-2.30	-1.07	5.32	1.15
15	56	56	-6.30	0.92	39.78	0.85
16	68	56	5.69	0.92	32.40	0.85
17	64	52	1.69	-3.07	2.86	9.46
18	62	54	-0.30	-1.07	0.094	1.15
19	64	60	1.69	4.92	2.86	24.23
20	64	54	1.69	-1.07	2.86	1.15
21	60	52	-2.30	-3.07	5.32	9.46
22	64	60	1.69	4.92	2.86	24.23
23	62	56	-0.30	0.92	0.09	0.85
24	56	56	-6.30	0.92	39.78	0.852
25	64	54	1.69	-1.07	2.86	1.15
26	66	58	3.69	2.92	13.63	8.54
Total	1620	1432	0.09	0.05	245.53	217.84
Mean	62.30	55.07				

The result of the mean and the standard deviation of pos-test for experimental group and control group were analyzed by using SPSS 16.0 program as seen below:

**Table IV.10**  
**Statistic of post-test (experiment and control group)**

	N	Sum	Mean	Std. Deviation
Experiment	26	1620	62.30	3.07
Control	26	1432	55.07	2.89
Valid N (list wise)	26			

Based on the table above, mean of post-test for experimental group is 62.30 and the standard deviation for post-test of experimental group. Then, the mean of post-test for control group is 55.07 and standard deviation for pre-test of control group is .

**1. Analysis of experimental group**

$$\begin{aligned}
 X &= \frac{62.30 - 45.46}{45.46} \times 100\% \\
 &= \frac{16.84}{45.46} \times 100\% \\
 &= 37.04\%
 \end{aligned}$$

**2. Analysis of control group**

$$\begin{aligned}
 Y &= \frac{55.07 - 44}{44} \times 100\% \\
 &= \frac{11.07}{44} \times 100\% \\
 &= 25.15\%
 \end{aligned}$$

The data above show the differences between mean and standard deviation of experimental and control groups. Based on the result, the post-test of the



experimental group increased 37.04% from the pre test, and the post-test of the control group increased 25.15% from the pre test.

To obtain the result of the effect of using choral reading strategy toward students' reading fluency, the writer used ANOVA by using regression formula:

**Table.IV.11**  
**Correlation**

		Post-exp	Post-cont
Pearson correlation	Post-exp	1	0.634
	Post-cont	0.634	1
Sig. (1-tailed)	Post-exp	0.00	0.00
	Post-cont	0.00	0.00
N	Post-exp	26	26
	Post-cont	26	26

From the table above, it can be seen that the correlation of post control and post experimental showed the score 0.634. It means that the classification of coefficient correlation for both of control and experiment are enough categories<sup>1</sup>. This coefficient correlation related to significant level 1%.

**Table IV.12**  
**Variable Entered/Removed**

Model	Variables Entered	Variables Removed	Method
1	Post_Exp	0	Enter

- a. All requested variables entered
- b. Dependent variables: Post-control

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<sup>1</sup> Hartono. *Statistik untuk Penelitian*. Yogyakarta: Pustaka Pelajar. 2008. p. 87

**Table IV.13**  
**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	0.634	0.502	0.477	2.429

R square = 0.502 indicates the amount of relationship between Post-Experimental and Post-Control is about 50.2 %

**Table IV.14**  
**Anova<sup>b</sup>**

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	87.615	1	87.615	16.146	0.001
Residual	130.231	26	5.426		
Total	217.846	27			

Based on the table above, it can be concluded that  $F_{\text{obtain}}$  is higher than  $F_{\text{table}}$ .  $F_{\text{obtain}}$  is 16.146 and  $F_{\text{table}} (1,26)$  in significant level  $0.01=7.72$ . Based on the score of anova, the interpretation of hypothesis can be seen below:

- 1)  $H_0$  is accepted if  $F_o < F_t$ ; it means that there is no significant effect of choral reading strategy toward students' reading fluency.
- 2)  $H_a$  is accepted if  $F_o > F_t$ ; it means that there is a significant effect of choral reading strategy toward students' reading fluency.

Based on the interpretation above, the writer can conclude that the score of  $F_o > F_t$ . It means that there is a significant effect of choral reading strategy toward students' reading fluency at the second year students of Islamic Junior High School Kuntu Regency of Kampar.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Reading fluency is an important skill that should be mastered by the students of Islamic Junior High School. The students can enjoy reading text effectively if they can read the material fluently. One of the ways to increase students reading fluency is applying strategies.

Choral reading is one of the strategies that can improve students' reading fluency. This strategy involves teacher and students to read the material together. In fact, choral reading strategy affects the students' reading fluency.

The students are taught by using choral reading strategy in reading, they are classified into **very good category**. Meanwhile, when the students are taught by using without choral reading strategy, they are classified into **good category**.

After analyzing the data, it can be conclude that  $H_0$  is rejected and  $H_a$  is accepted. It means that there is significant effect of Choral Reading strategy toward students' reading fluency at the second year student's of Islamic Junior High School Kuntu Regency of Kampar.

#### B. Suggestion

Suggestion for teacher:

1. Based on the research findings, there is a significant effect of Choral Reading strategy toward students' reading fluency. It means that,

choral reading strategy can be applied to teach reading fluency by the teacher.

2. The teacher should invite the students to read together with her or him.

Suggestion for students:

1. Students should read more in school or out of school.
2. Students should pay more attention when the teacher reads the text.

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